

Internationalising Education: Implications for teaching and learning and the curriculum

*Keynote presentation at the International Distance
Education Conference*

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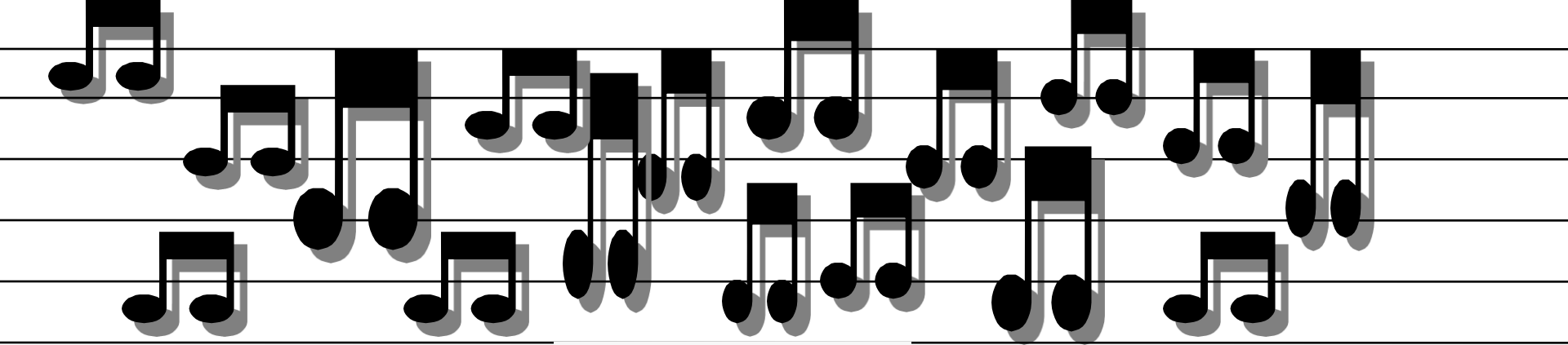






Kia ora!

Hello



Interpretation is influenced by
our cultural “instruments”

Investments in ICT

- Educational institutions and successive governments have made significant investments in ICT infrastructure, hardware, software and Professional Development (PD) to meet the needs of “**21st Century**” learners.

Why?

- To enable learners to participate successfully in the “knowledge age” driven by increasingly globally-connected learning environments



Impact

- Investment in ICT PD, while improving the administrative use by staff, has not significantly increased the use of e-learning pedagogy in teaching and learning.

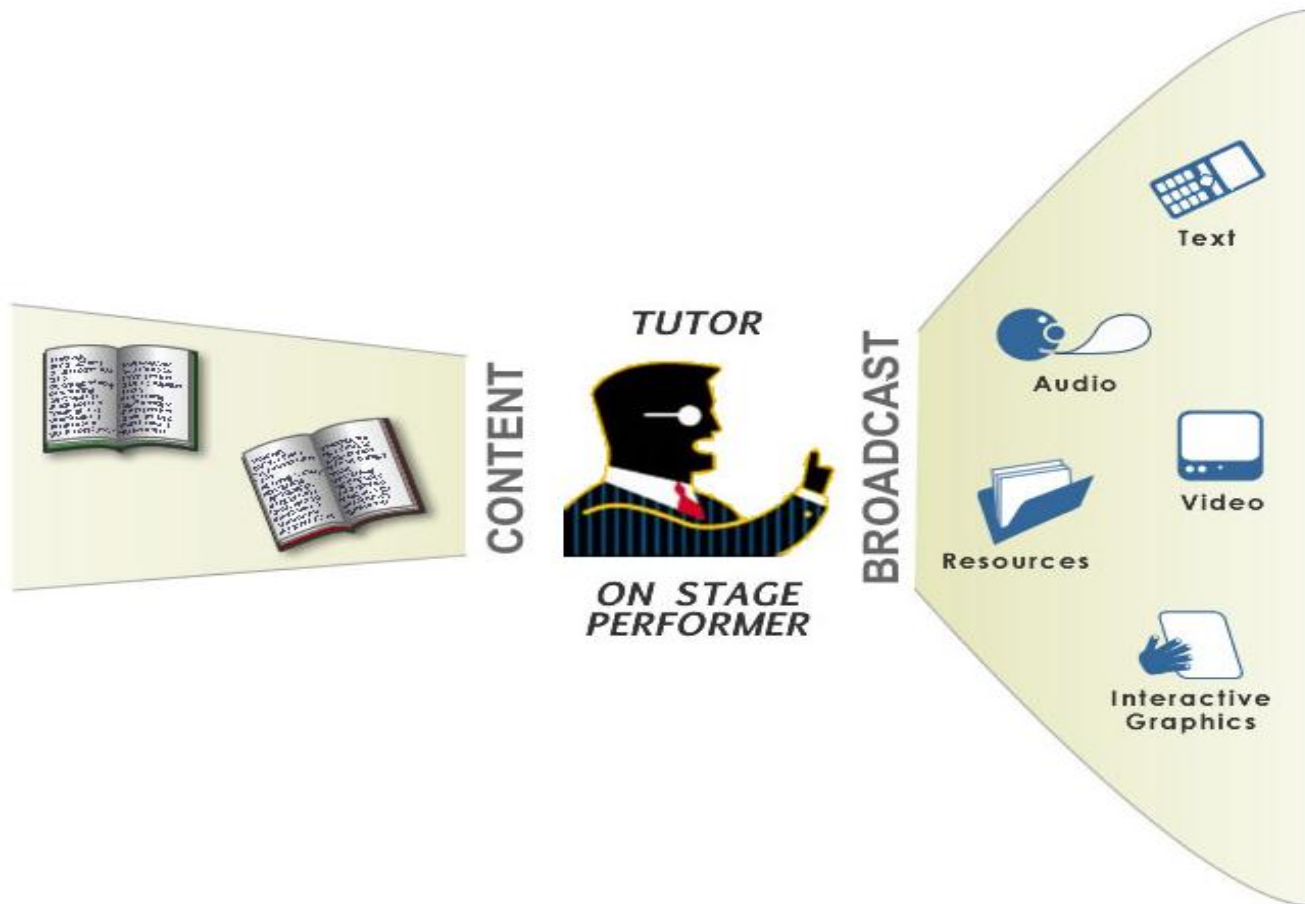


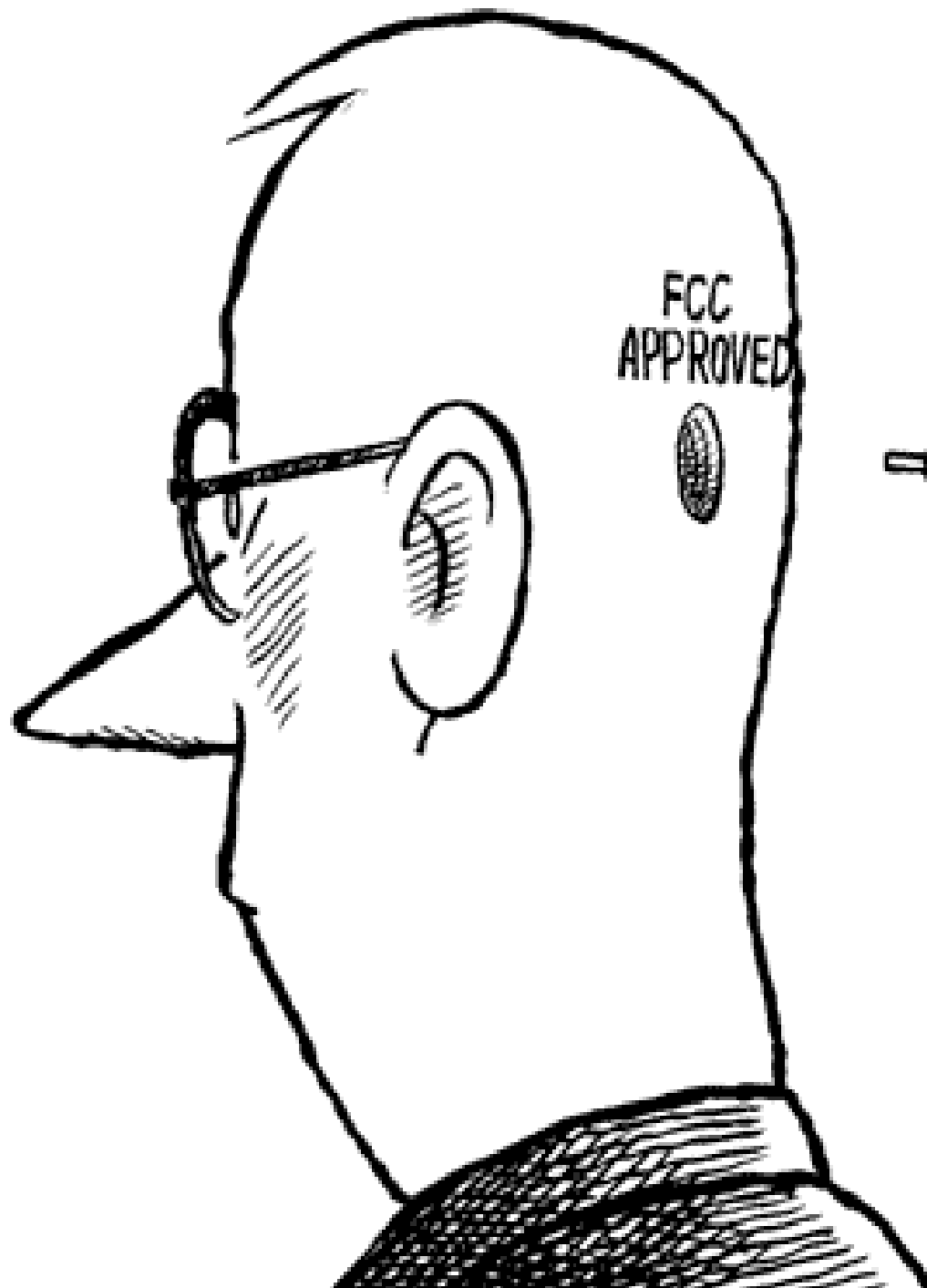


Our Perceptual Instruments

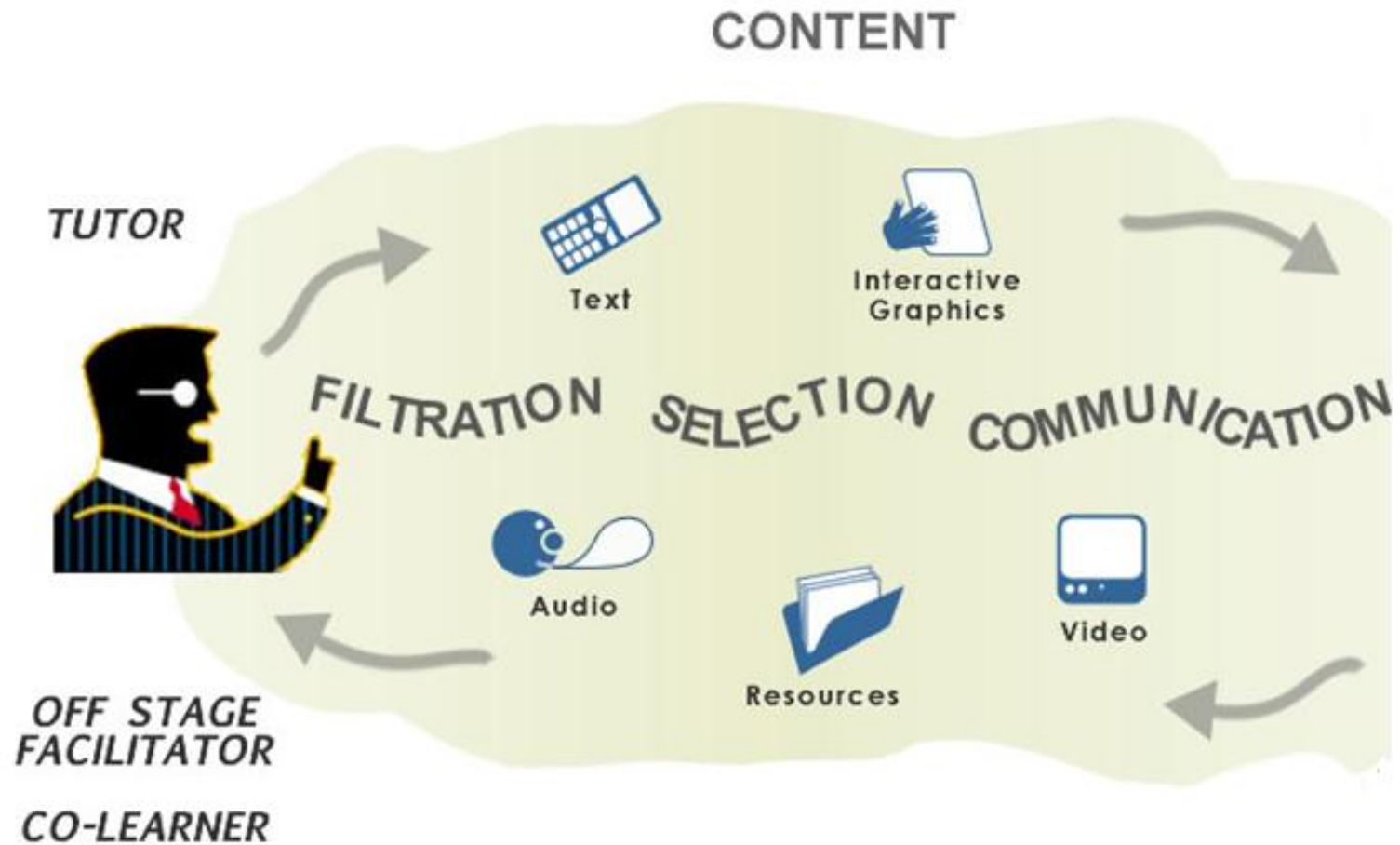
- Conceptions of Teaching
- Conceptions of Learning
- Conceptions of the Curriculum

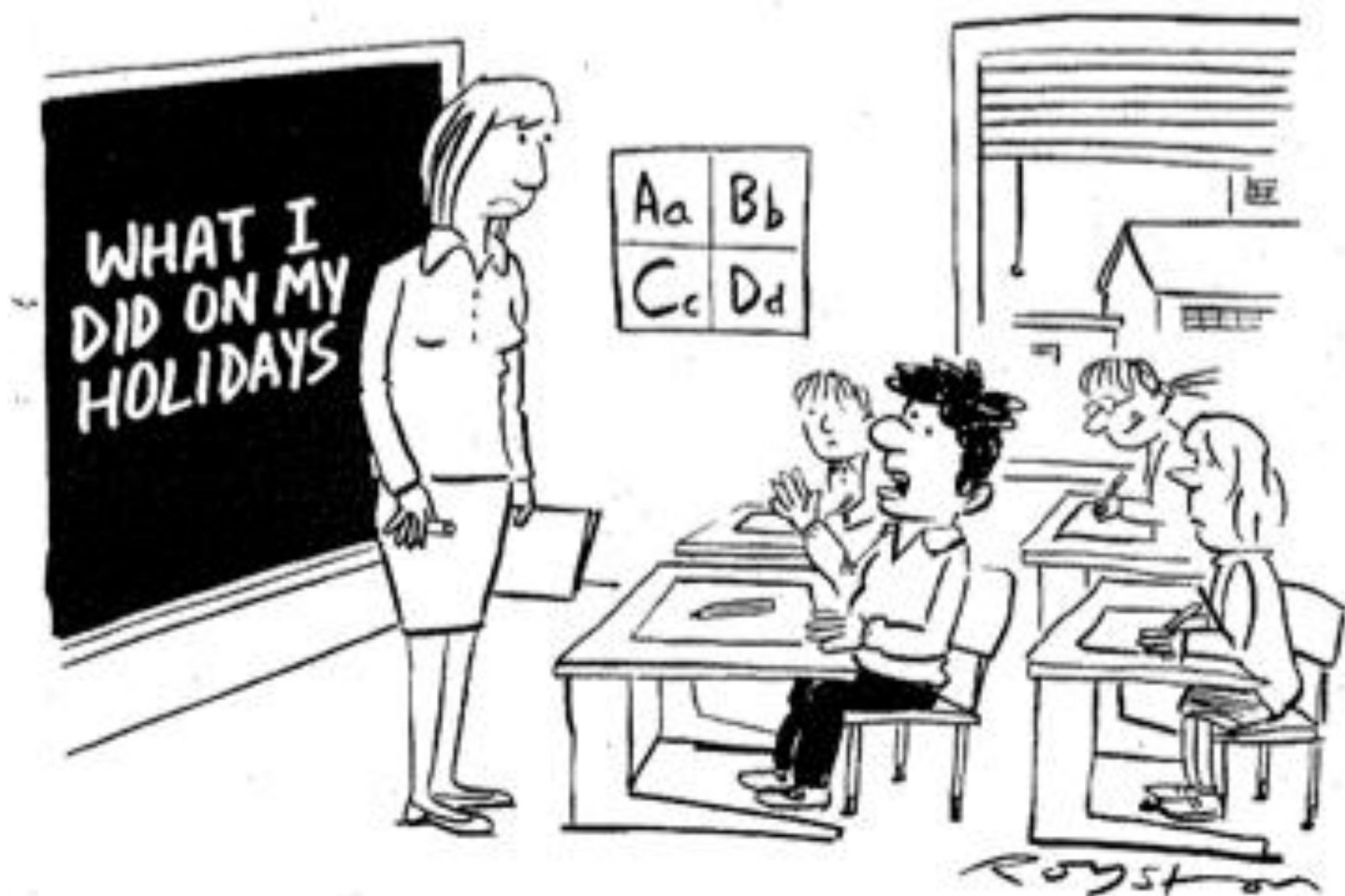
Conceptions of Teaching Transmission





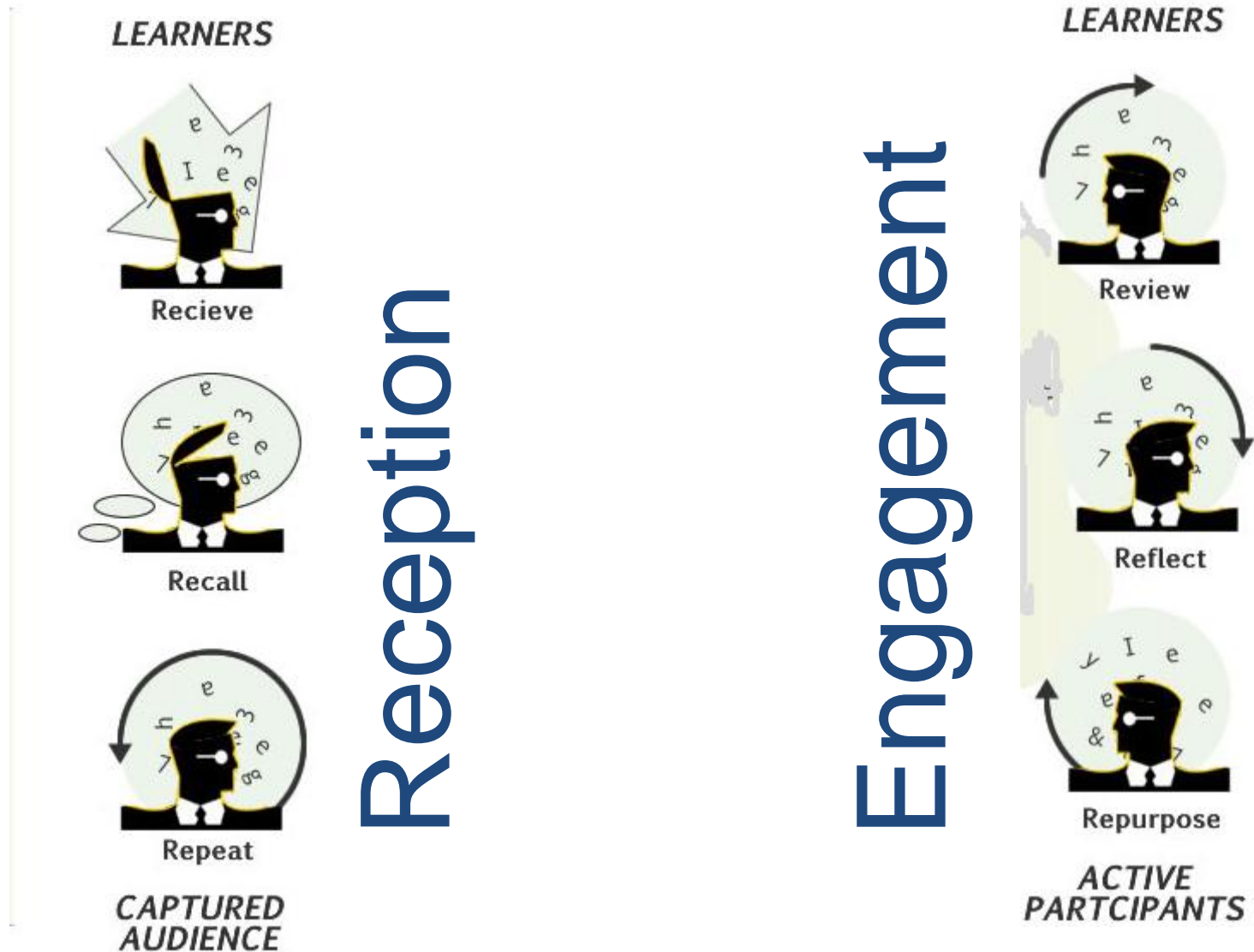
Facilitation





"Can't I just email you a link to my blog, miss?"

Conceptions of Learning



Competence to Capability

There is a natural association between;

- Teachers and learners acquiring skills (are competent)
- Deploying these skills in their professional practice and learning environments(are confident)
- Know the use of ICT is beneficial to themselves as professionals and as learners (are capable).

Capability

Accomplishment

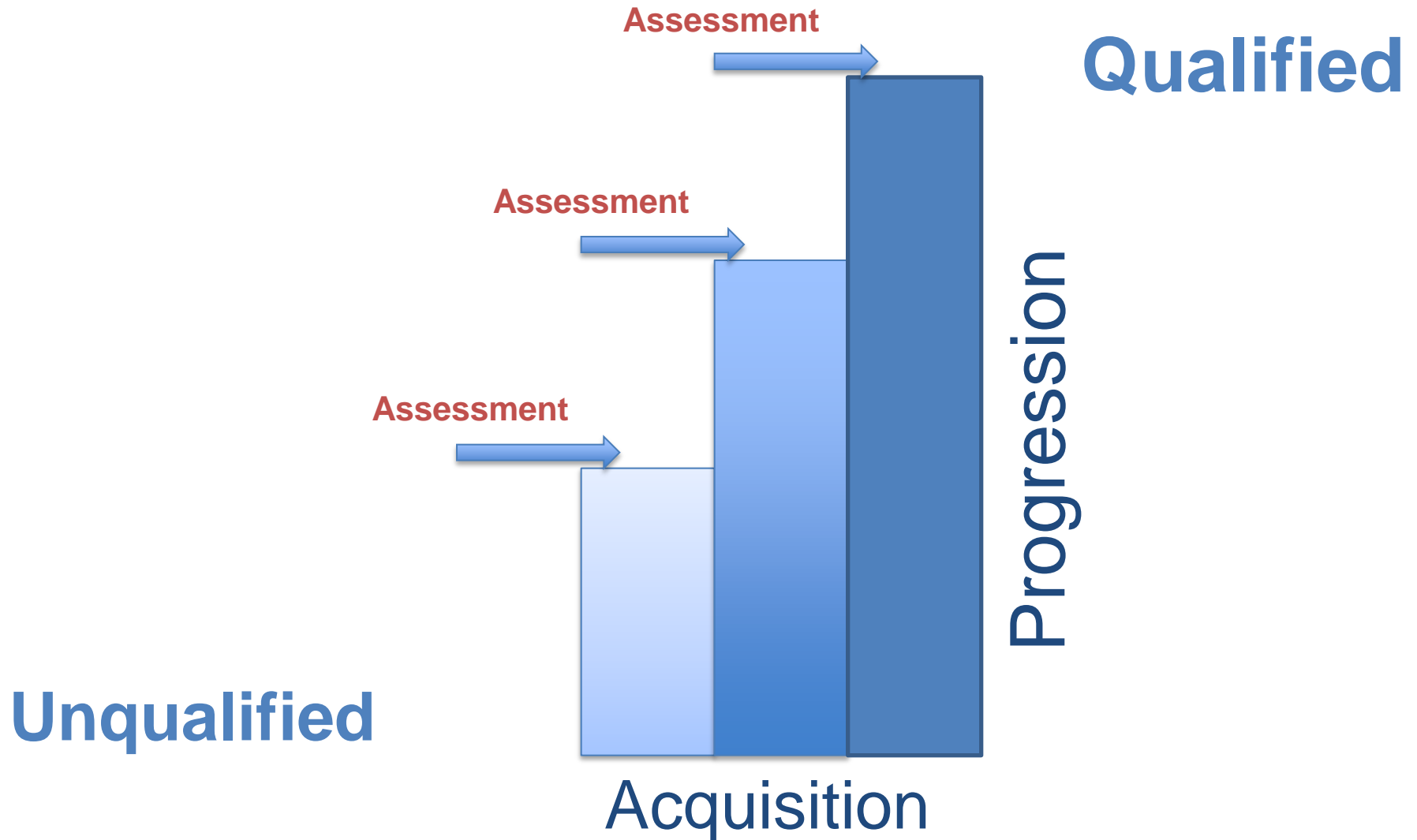
Confidence

Competence

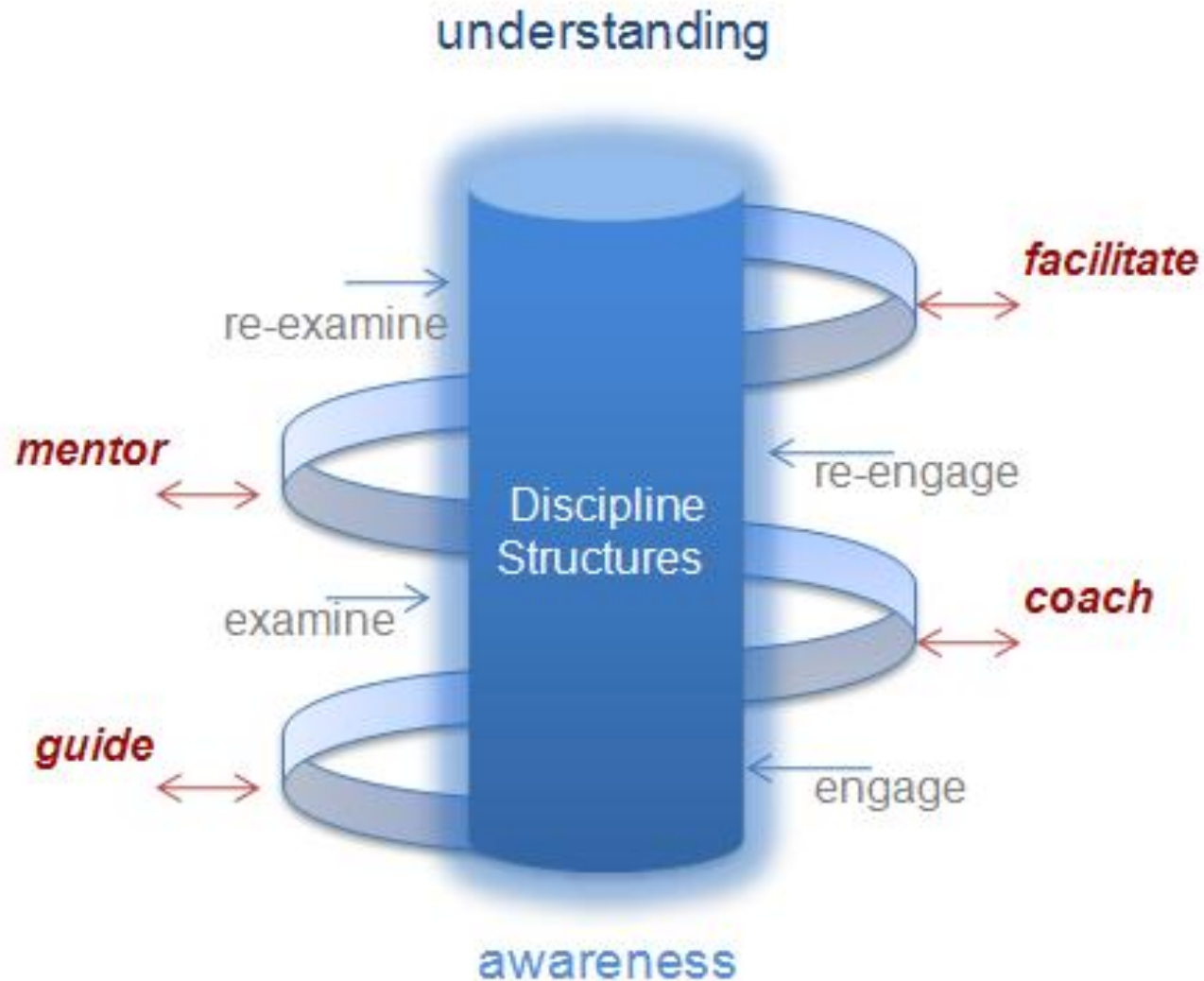
Awareness



Curriculum as Product



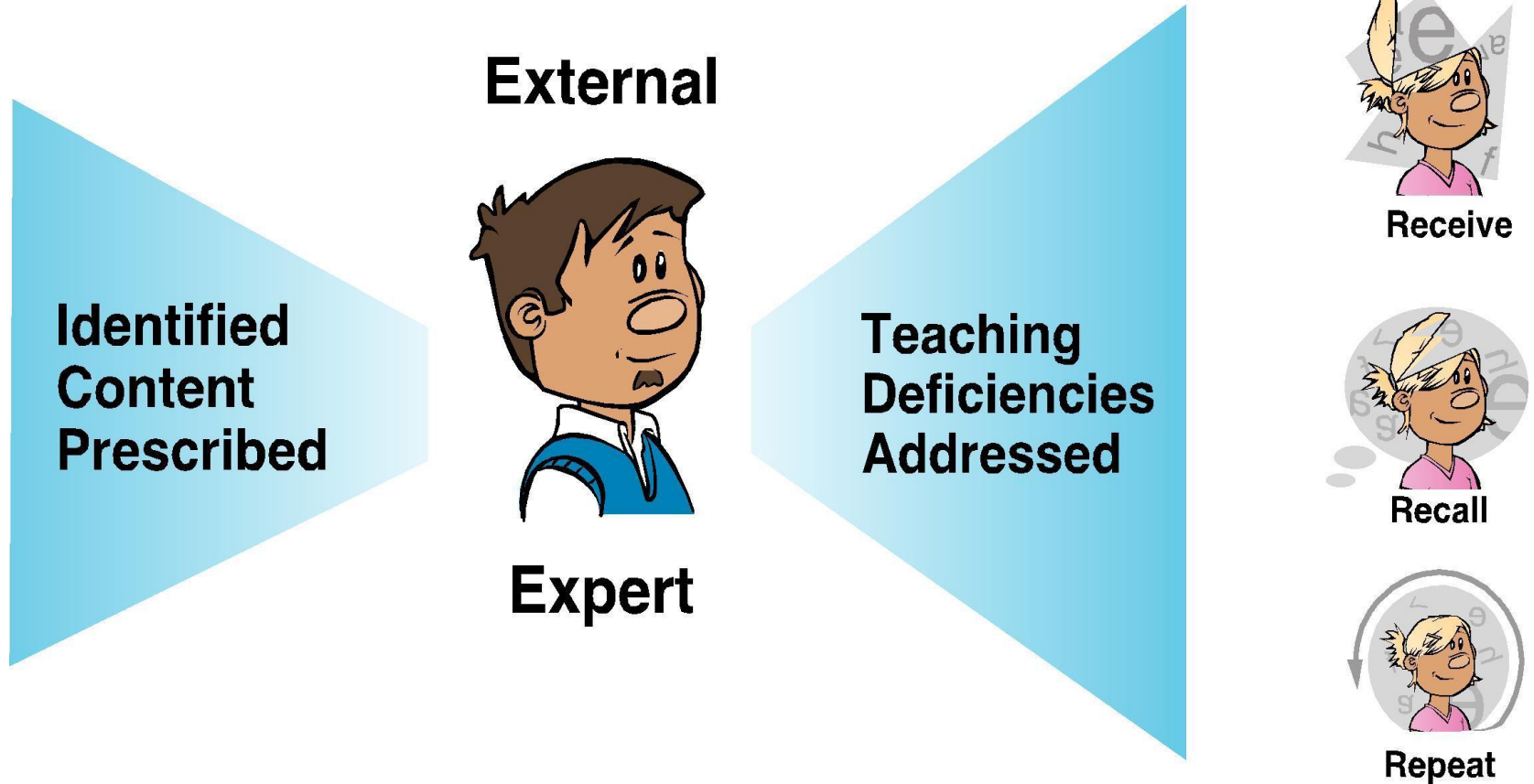
Curriculum as Process



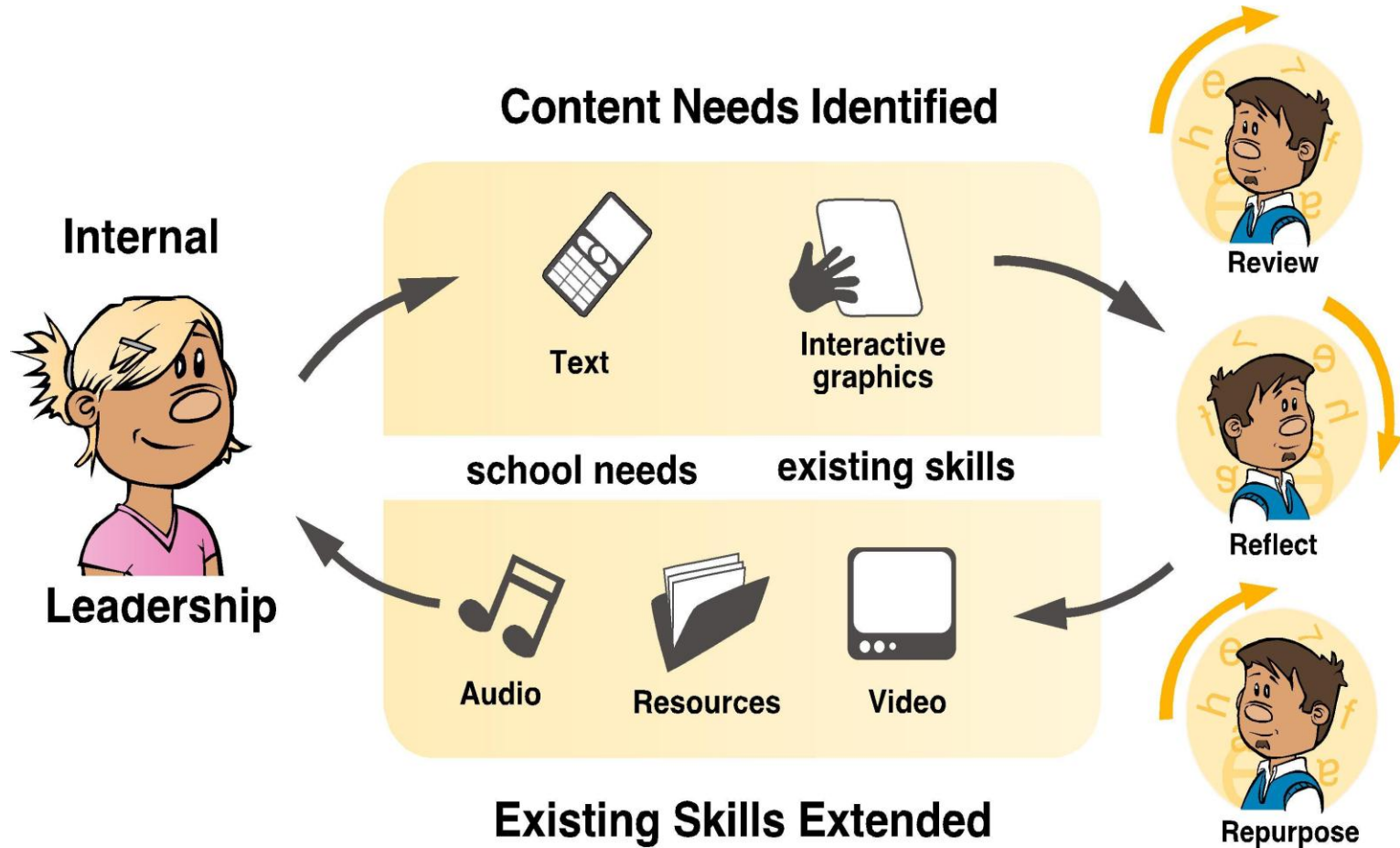
New Zealand Case Study

ICT PD Review 2009

Deficit Model



Empowerment Model



Reflection

Premise

Deep-learning is dependent on individuals making meaning of their experiences through ongoing reflection
















Inherent Risk

- Individuals are now responsible for the identification of learning events relevant to their specific needs.
- **Are they prepared for this?**

Curriculum Development

Certificate in open flexible and
networked learning




Benchmarking

Level 4					
10472	Unit	Demonstrate knowledge of support systems required for the provision of open, flexible, and networked learning (OFNL)	5 Credits		
Level 5					
10476	Unit	Facilitate student learning in an open and distance learning environment <i>This standard is expiring. The last date for assessment to take place is 31 December 2011.</i>	9 Credits		
25779	Unit	Develop materials for open, flexible, and networked learning (OFNL)	10 Credits		
25781	Unit	Facilitate learning in an open, flexible, and networked learning (OFNL) environment	9 Credits		
Level 6					
10473	Unit	Develop open and distance learning materials <i>This standard is expiring. The last date for assessment to take place is 31 December 2011.</i>	12 Credits		
10474	Unit	Manage the design of teaching and learning in open and distance learning materials <i>This standard is expiring. The last date for assessment to take place is 31 December 2011.</i>	14 Credits		
10475	Unit	Support open and distance learning through teaching and learning technologies <i>This standard is expiring. The last date for assessment to take place is 31 December 2011.</i>	12 Credits		
25780	Unit	Manage the provision of open, flexible, and networked learning (OFNL)	15 Credits		

Reflective Framework










Examine the relationships between participants in OFNL.	
Understanding	
I have a good understanding of the relationships (such as direct, indirect, active, passive, interactive, independent, and interdependent) that exist in open, flexible and networked learning environments.	Partially agree ▼
I have evaluated the impact different relationships between participants in OFNL (such as direct, indirect, active, passive, interactive, independent, and interdependent) have on student learning in different contexts.	Strongly agree ▼
Evidence	
I can provide digital evidence of my understanding of the relationships (such as direct, indirect, active, passive, interactive, independent, and interdependent) in open, flexible and networked learning environments.	Partially agree ▼
I can provide digital evidence of how my understanding of the relationships between participants in OFNL (such as direct, indirect, active, passive, interactive, independent, and interdependent) has been used in my practice in different contexts.	Agree ▼
Moderation	
My understanding of the relationships (such as direct, indirect, active, passive, interactive, independent, and interdependent) in open, flexible and networked learning environments has been peer reviewed.	Select ▼
Practical application of my understanding of the relationships between participants in OFNL (such as direct, indirect, active, passive, interactive, independent, and interdependent) has been peer reviewed and assessed.	Select ▼

The CAT



The **Competency Assessment Tool** (*The CAT*) has been designed to enable you to assess your current competency in a defined range of activities.

Demonstrate knowledge of support systems required for the provision of open, flexible, and networked learning.

Demonstrate a commitment to the role of an OFNL teacher as a responsible and ethical practitioner.	Understanding  Evidence  Moderation 
Demonstrate research-based knowledge of pedagogically effective use of OFN technologies.	Understanding  Evidence  Moderation 
Apply OFNL technology in a range of environments to meet the needs of a diverse student population.	Understanding  Evidence  Moderation 



Competent, confident and capable in this aspect





Has a degree of competence and confidence in this aspect



Needs to acquire competence and confidence in this aspect

Pictorial Carpet

The **Competency Assessment Tool (The CAT)** has been designed to enable you to assess your current competency in a defined range of activities.

Demonstrate knowledge of support systems required for the provision of open, flexible, and networked learning.

Demonstrate a commitment to the role of an OFNL teacher as a responsible and ethical practitioner.	Understanding ● Evidence ● Moderation ●
Demonstrate research-based knowledge of pedagogically effective use of OFN technologies.	Understanding ● Evidence ● Moderation ●
Apply OFNL technology in a range of environments to meet the needs of a diverse student population.	Understanding ● Evidence ● Moderation ●

Develop materials for open, flexible, and networked learning

Design OFN technology plans and budgets.	Understanding ● Evidence ● Moderation ●
Create and use multimedia and Web-based resources that advance student learning in OFNL environments.	Understanding ● Evidence ● Moderation ●
Integrate OFNL technology through evidence-based practice to strengthen and transform teaching and student learning.	Understanding ● Evidence ● Moderation ●

Facilitate learning in an open, flexible, and networked learning (OFNL) environment

Analyse, adapt and apply new thinking and action to changing technology and technological environments.	Understanding ● Evidence ● Moderation ●
Use a range of OFNL technologies to communicate and collaborate with students, colleagues and stakeholders.	Understanding ● Evidence ● Moderation ●
Engage in personal and collegial professional development to aid ongoing professional learning in the domain of OFNL.	Understanding ● Evidence ● Moderation ●

Manage the provision of open, flexible, and networked learning.

Apply leadership skills to establish a vision for OFNL technology integration.	Understanding ● Evidence ● Moderation ●
Advocate for change management to build programme, student and technical support for OFNL initiatives.	Understanding ● Evidence ● Moderation ●

Step 1

Participants are asked to reflect on their current practice using The CAT.

Step 2



Their responses are aggregated to provide a "pictorial carpet" illustrating their capability in open, flexible, and networked learning

Step 3

They can now use this pictorial carpet to identify their strengths and areas of potential improvement



Competent, confident and capable in this aspect



Has a degree of competence and confidence in this aspect



Needs to acquire competence and confidence in this aspect

Portfolios

- A professional portfolio is the **purposeful** collection of an individual's activity. Structured to demonstrate effort and achievement against professional standards
- In accreditation environments digital portfolios can provide a protected space where learner evidence of competencies can be rigorously controlled and systematically evaluated

Curriculum Design: Empowerment & Equity

Equity in Education

Premise

To provide open access to internationally recognised education regardless of culture, physical location, economic background or language.

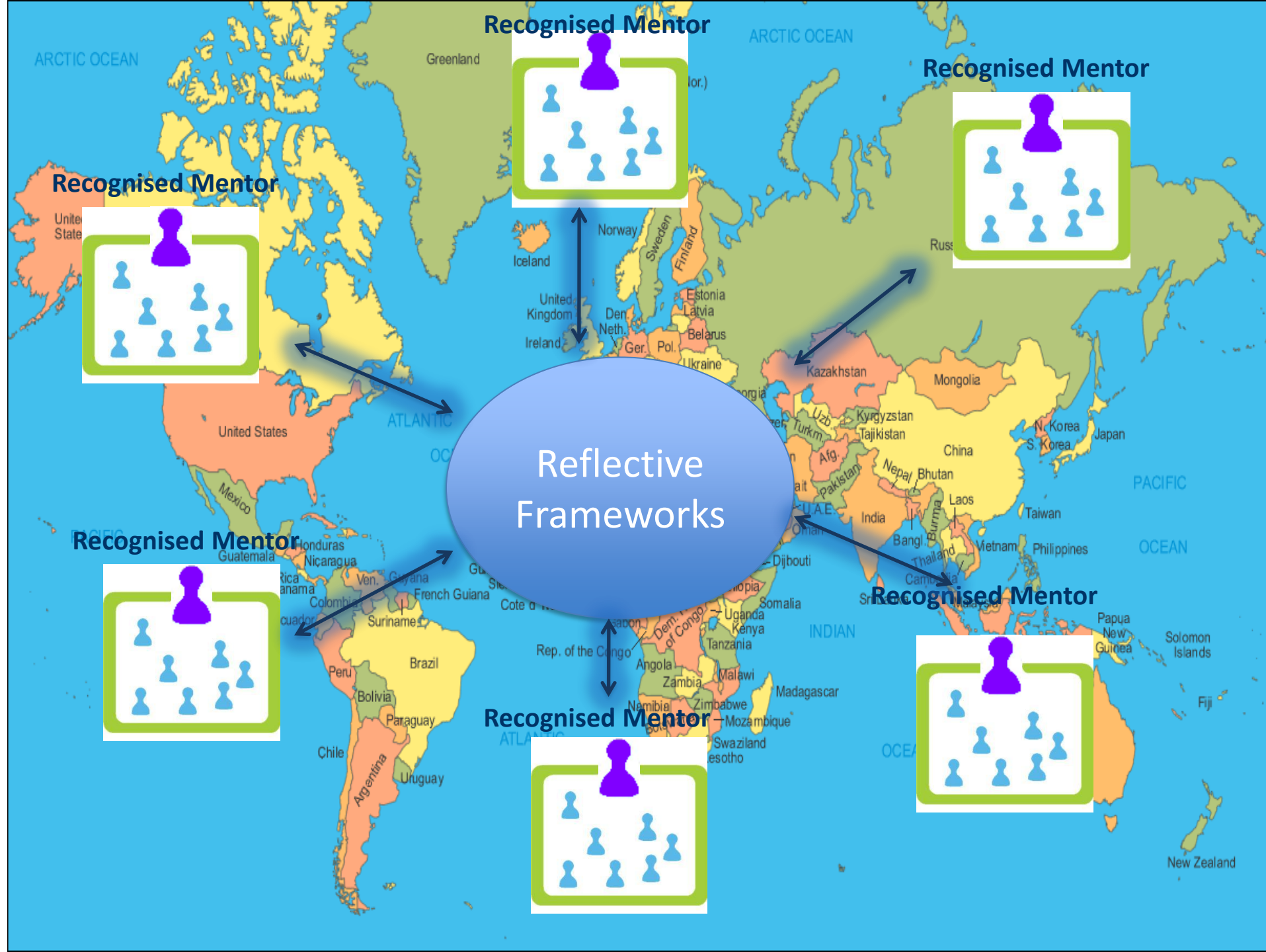
International Recognition

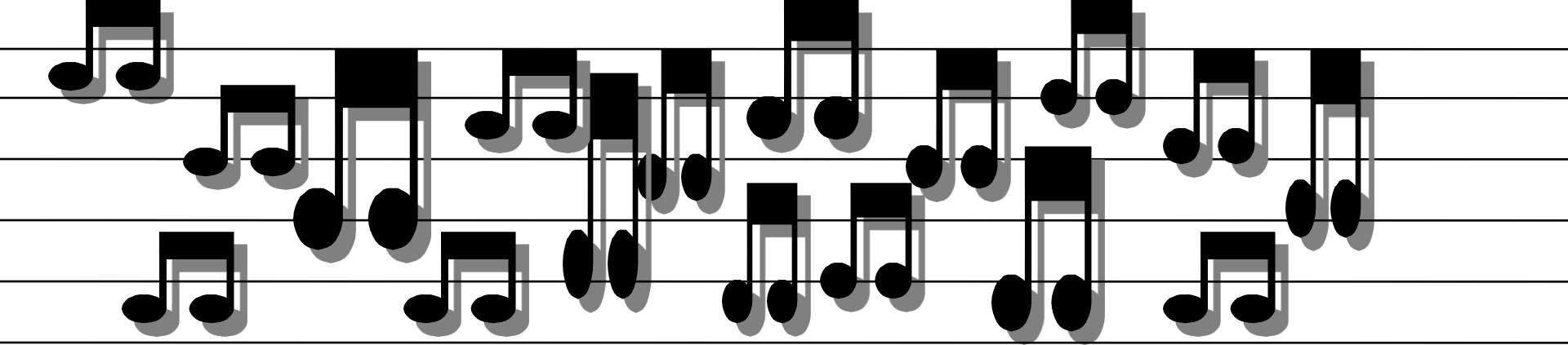
- When countries “credential” qualifications do they favour content and structure?
- Are individual conceptions of “quality” focused on institutional brands?
- Dependency or Empowerment?

Assessment Rubrics

- What would happen if
 - multiple international organisations identified and agreed upon “best-practice standards”
 - these standards are used to create assessment rubrics
 - the use of these assessment rubrics are consistently “monitored” by an international consortium

Reflective Frameworks





When we understand the score
We play the tune

Haere rā

Goodbye